

# KINDY

AT  
LANDSDALE CHRISTIAN SCHOOL



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I dreamed I stood in a studio  
And watched two sculptors there.  
The clay they used was a young child's mind  
And they fashioned it with care.  
One was a teacher, the tools he used  
Were books and music and art,  
One, a parent with a guiding hand, And  
a gentle loving heart.

Day after day the teacher toiled With  
touch that was loving and sure, While  
the parent labored by his side And  
polished and smoothed it o'er.

And when at last their task was done, They  
were proud of what they had wrought For the  
things they had molded into the child  
Could neither be sold or bought.

And each agreed he would have failed  
If he had worked alone,  
For behind the parent stood the school,  
And behind the teacher, the home.

Anon

## Our Philosophy

The philosophy of the Landsdale Christian School Early Years programme is based on our belief that children deserve the opportunity to know Jesus, to develop their full potential and cultivate a life-long love of learning.

We acknowledge the Noongar People as the traditional land owners of our region and seek to share their cultural heritage in a meaningful and respectful way.

We believe the most valuable teaching occurs when we maximise teachable moments, relationships and interactions; and utilise concise and succinct documentation and programming practices. We adopt the ideology presented in the **Early Years Learning Framework of Being, Belonging and Becoming**, and as such we

- respect children's uniqueness
- embrace diversity
- empower children's self-identity and personal decision-making and,
- recognise the value of their input into our programme plans and structure.

We aim to provide a safe physical environment that allows educators to promote and facilitate children's increasing awareness in all areas of life. The programme allows for children to learn and develop responsibility for their own health, wellbeing and safe risk-taking.

We recognise that we are all global citizens and that God has given us a responsibility to model respect, care and appreciation for all environments. We strive to ensure sustainable practices are embedded in our school and promoted in our educational programme and practice.

We believe a collaborative team of passionate and qualified staff is the foundation that underpins all areas of Early Childhood Education. We recognise and value our role as advocates for children, families, the community, and team, treating all with respect and equity.

We acknowledge the importance of building positive relationships with all children through meaningful interactions, shared learning, exploration and embracing each child's individual strengths, challenges and interests.

A child's life is characterised by their developing awareness of their importance as a child of God, their relationships and experiences with family, community, culture and place.

We recognise the importance of our role in developing supportive links and to provide continuity in the transition from home to school.

We encourage collaboration between all members of the educational team to develop our policies, procedures, and documentation, recognising the value, expertise, and experience of all.

We embrace the **National Quality Framework** and are committed to providing education of an excellent standard through ongoing reflection through the regular review of the Quality Improvement Plan for our programme.

# 1 THE BUSINESS OF LEARNING

## 1.1 Play

We believe in a child's right to play and in the value of play in a child's development; therefore, we offer many opportunities for each child to play at school. Play does not mean that your child just does as they like all day. As a team of educators who develop the learning programme for your child, we provide provocations, resources and support to help your child to develop specific skills and understandings as they engage in their play, and we make intentional decisions about how to further their learning and understanding through reflection on their activities.

- Play provides opportunities to improve fine motor and gross motor skills and maintain physical health
- Play helps to develop imagination and creativity
- Play provides an environment in which to practise social skills
- Long periods of uninterrupted play build children's concentration and the inner motivation to take responsibility for their own learning
- Play helps a child to develop a positive sense of self

"Play is children's language, children's work and children's relaxation. Children need to play for healthy development. Children's play belongs to children. It is for all children, all ages from babyhood on, and all abilities.

All children have a right to play. In our busy world, where parents and children are rushing from one thing to another, it is essential to make time for children to play."

- Children Learn through Play ... 'Kids Matter' Australian Early Childhood Mental Health Initiative

## 1.2 Inquiry Learning

Children have big questions, sometimes unfathomable ones such as, "Why don't our eyes fall out when we bend over?". Our Early Years and Junior Primary School programmes reflect our belief that the search for meaning is fundamental to being human, and that the urge to ask questions and seek answers is what drives every person. As children wonder, plan, analyse, create and reflect on many levels and in many forms they are developing their skills for life-long learning. By responding to children's big questions through the provision of opportunities for self-discovery and inquiry we are helping to build each child's capacity to seek personal growth and to help every child see themselves as a capable and engaged learner.

## 1.3 Curriculum

The Kindergarten programme is based on the Early Years Learning Framework. At the end of this booklet you will find a family friendly summary of the Early Years Learning Framework, sourced from

<http://education.gov.au/early-years-learning-framework> .

The content of the programme is based on the Kindergarten Curriculum Guidelines as outlined by the Schools Curriculum and Standards Authority, and in addition presents the faith based curriculum Early Encounters With Jesus.

The five areas of learning and development are:

- IDENTITY - Children have a strong sense of identity.
- CONNECTING and CONTRIBUTING - Children are connected with and contribute to their world.
- WELLBEING - Children have a strong sense of wellbeing.
- LEARNING and THINKING - Children are confident and involved learners.
- COMMUNICATING - Children are effective communicators.

## 1.4 Class Activities

Some class activities your child will have opportunities to engage in include:

**Early Encounters** – children engage in daily worship and Bible lessons

**Developmental Play** – including building, play dough, painting, drawing, puzzles, games, creative art, sand and water

**Numeracy** – including number work, exploration of spaces and shapes and measurements, discussion of probability and chance as they relate to real life experiences

**Literacy** – including spoken and written language.

**Investigation** – all kinds of investigation and inquiry, led by children's interest. We access and use the amazing Little Scientist programme resources

**Physical Education** – outdoor play makes up a big part of each day in Kindergarten and we will encourage each child to progress in their fundamental movement skills, gross motor and fine motor

**Technology** – the Kindergarten class have iPads that can be used by children to help them access information, and to learn and create using technology

**Nature Play** - helping children to engage with the natural world in a meaningful way is a big focus in our Kindergarten programme. The positive impact on children's wellbeing as a result of engagement with nature has been widely researched and documented, and we are thrilled to offer a variety of nature play and learning at Landsdale Christian School.



## 2 ADMINISTRATION

### 2.1 Welcome to our School Family

We are pleased to welcome you to Landsdale Christian School and look forward to helping your child flourish.

If you have any questions regarding our school or the Kindergarten programme we will be happy to speak with you. You can contact the school staff on 9309 1830 between 8.30am and 3.30pm on school days. You can also email staff directly using the following email addresses:

Administration     [admin@lcs.wa.edu.au](mailto:admin@lcs.wa.edu.au)

Teaching Staff

Karen Mason        [karen.mason@lcs.wa.edu.au](mailto:karen.mason@lcs.wa.edu.au)

Daneka Morgan     [daneka.morgan@lcs.wa.edu.au](mailto:daneka.morgan@lcs.wa.edu.au)

### 2.2 Criteria for Entrance to Kindergarten

Application for Enrolment forms must be completed and sent to the school with an application for enrolment fee of \$250. These forms are available from Administration or on our school website. [landsdalechristianschool@wa.edu.au](mailto:landsdalechristianschool@wa.edu.au)

Your child will must turn 4 years of age by the 30<sup>th</sup> June in the school year for which they are enrolled.

### 2.3 School Hours

Regular school hours are from 8.35am to 3.10pm, Monday through Friday.

The standard Kindergarten programme is offered as a 3-day programme. Limited places are available to extend your child to a 5-day programme.

Having full days at school may be tiring for your child at first. You know your child best, and if you feel they need to have some additional time at home at the beginning of the year, please consult with the teacher.

## 2.4 Financial Information

The 3-day programme is available for \$2550 per year.

The 5-day programme is available for \$6600 per year.

These fees can be paid on a fortnightly or monthly schedule, per term, or per year. A resource levy of \$119.00 for students in the 3-day programme, or \$164.00 for those in the 5-day programme, covers the cost of shared items such as pencils, books and consumable supplies.

Some additional levies apply. Please refer to the school handbook for details.

Note: The school handbook, will be issued at Registration Day in 2023.

## 3 BEGINNING SCHOOL

### 3.1 Drop-off and Collection

Children should be dropped off and picked up promptly from the Kindergarten classroom each day. Children in Kindergarten are required by law to be supervised by qualified Early Childhood staff with a ratio of not more than 10 students per qualified staff member at all times. Because of this regulation, Kindergarten students cannot be dropped off early at school to be supervised by morning duty teachers in the main playground. Students must be accompanied by their parent or other adult carer or guardian and delivered to the care of the Early Childhood staff. Doors will open for children to come inside at **8.25am** each day. Because we care about the safety of your child, we require that parents or caregivers notify the school in writing (note or email) regarding alternative pick-up arrangements from school. If your plans change throughout the day and you need to notify the school with alternative arrangements, please use the school email address or phone number to notify the registrar. Children will NOT be allowed to leave with any person other than the parent/s or caregiver nominated at the beginning of the year without your written permission.

### 3.2 Getting Settled

It is our aim to settle your child in at school as quickly and as happily as possible. When you drop your child off at school you are welcome to leave them in the care of staff from 8.25 am. However, you are very welcome to come into the room and engage with them in their learning environment for a short while.

When it is time to leave, please confidently say goodbye to them. Your confidence in their ability to cope is strongly reflected in them. Most children settle quickly once their parents go, but if there are any problems we will let you know.

Parents are very welcome in the classroom. You are welcome to just drop in, but organised visits are always appreciated as we can plan to help make this time most profitable for everyone.

To help your child become independent at school, please encourage them to take responsibility for putting their bag on their hook, unpacking their lunchbox and taking snacks out, bringing items into the classroom, and placing their communications folder into the basket.

### 3.3 Independence at School

Coming to school can be very exciting for some children, yet for others it can be an unsettling change. To make school a happy place, children need to be prepared and know what to expect.

Help your child practice the following things:

- Eating from a lunchbox
- Opening drink bottles
- Managing their personal hygiene
- Taking off and putting on own footwear

It is important to notify staff if for any reason your child is unable to manage the following two items independently.

- Going to the toilet
- Making requests of the teachers

### 3.4 Communication

Each fortnight a school newsletter is published to keep you informed of whole school events and news. The newsletter is emailed to your preferred email address. The calendar of events is available as a google calendar via the school website: <https://landsdalechristianschool.wa.edu.au> Some school events are not applicable for Kindergarten students, so please check with the teacher to see if events involve them.

As necessary you will receive notifications specific to the Kindergarten group through the community portal, Story Park.

A portfolio of stories will be developed through the Story Park app for us to share your child's learning at school. This portfolio will map your child's progress on the Early Years Learning Framework and their progress and engagement with the Kindergarten Curriculum Guidelines as outlined by the School Curriculum and

Standards Authority. When you receive your invitation to Story Park via email, please ensure you complete your registration for this in order to keep up to date with what's going on.

We will try to speak with you at the beginning and end of each Kindy day, but please understand if our focus is heavily on the children and we are unable to stop for a long chat. If you have specific queries about your child's wellbeing or progress that you wish to discuss at any stage, please touch base with the teacher and then make an appointment so that we can allocate the necessary amount of uninterrupted time. We appreciate you sharing your knowledge and wisdom about your child, including their health, special needs, situations at home that may be impacting their experiences, or any developing interests that we can help to foster as your child engages in their learning.

Your child will have a communication folder. This will be used in later years of schooling as a homework folder. It will be in this folder that you will receive any communication that is in hard copy. Please use this folder if you are sending any notes to school as staff check it daily.

## **4 HEALTH AND SAFETY**

### **4.1 Immunisation**

It is important that your child is up to date with his/her immunisation. Before entering Kindergarten, it is compulsory for the school to view your child's immunisation records. Children need to attend their own GP to receive their 4-year-old injections.

### **4.2 Sun Safety**

The school encourages the use of sunscreen, whenever the UV factor is 3 or higher. If you would like your child to use their own sunscreen, feel free to provide it. The school will provide sunscreen for those who do not have their own. Hats are essential for all outdoor times.

### 4.3 Allergies and Food Requirements

Please advise the school of any particular needs your child may have regarding allergies or food requirements. We do have cooking activities at times, and of course birthday cakes that are sent in from home. We wish to meet your requirements for your child's health and well-being. If your child has specific dietary restrictions or guidelines please notify us. If your child is known to have a severe allergy, please supply an Anaphylaxis Action Plan from your GP or specialist, along with any necessary medication.

**Our school has an Allergy Aware policy. Please refer to the school handbook to further understand our policy and requirements in this area.**

### 4.4 Illness

Although it may be inconvenient, please do not send children to Kindergarten if they are sick. If your child is sick or absent, please call the school to notify administration of the reason for their absence, or send an email. Please ensure that you notify administration staff, not the classroom teacher if you know your child will be absent. The following conditions require exclusion from school: chicken pox, head lice, vomiting, school sores, diarrhoea, ringworm, whooping cough, rubella and mumps. (See the school handbook for details.)

### 4.5 Medications

If your child needs to take any medication at school, an *Administration of Medication* form, available from the front office, needs to be filled in and sent with a **measured dose** of the required medicine. **If your child has a chronic illness such as asthma, it is a requirement of the school as an Asthma Friendly school, that they have their own medication, a spacer and an action plan, provided by a GP, on site at all times.** The medicine and spacer will be stored and the action plan displayed to ensure your child is safe. A doctor can prepare your child's personal Asthma Action Plan.

## 5 GENERAL INFORMATION

### 5.1 Eating at School

Children need to come to school with morning tea, a packed lunch and a small snack for afternoon recess. Please label your child's lunch box, drink bottle and any containers with their name to avoid any confusion or lost property.

For their morning tea snack, children need to come with their own **fresh fruit or vegetable snack**. If your child prefers their fruit/vegetables pre-cut, please do this at home and send it in a labeled container.

Make sure your child's lunch is quick and easy to eat. A drink is important. As much as possible, the children are encouraged to eat all that you have sent at lunchtime.

### 5.2 Birthdays

Birthdays are very important to young children. You are welcome to send in a cake or cupcakes for your child's birthday. Please give the teacher a little advance notice so that time can be allowed for the celebration.

## 5.3 Uniform

Kindergarten children wear the school sports uniform each day they attend, as well as their school hat. This uniform is ordered and purchased through the school.

KINDY/PRE-PRIMARY – Summer Uniform (Terms 1 & 4)	
T-Shirt	<i>school issue only – available from the uniform shop</i>
Shorts	<i>school issue only – available from the uniform shop</i>
Shoes	Sport
Track Suit Top	<i>school issue only – available from the uniform shop</i>
Hat	<i>school issue only – available from the uniform shop</i>

KINDY/PRE-PRIMARY – Winter Uniform (Terms 2 and 3)	
Track pants	<i>school issue only – available from the uniform shop</i>
Track Suit Jacket	<i>school issue only – available from the uniform shop</i>
Polo shirt Long sleeve under shirt	<i>school issue only – available from the uniform shop</i>
Shoes	Sport Gumboots – as an extra item to be stored at school
Hat	<i>school issue only – available from the uniform shop</i>

The wearing of jewellery does not comply with the Landsdale Christian School dress code, with the exception of **one plain, discrete stud** in each ear. Please refer to the school handbook and uniform policy for specific information.

Please also have a **complete** change of clothes (not necessarily uniform) in the bottom of your child's bag at all times, JUST IN CASE 🙄.

## 6 HELPING OUT

### 6.1 Volunteering – in class

We welcome parents/grandparents into our classroom who are able to volunteer time to spend in assisting the daily learning programme.

Volunteering can happen on an ad-hoc basis, for short periods of time. If this is your style, or best suits your availability, you would simply join in with the children in their learning, perhaps filling the role of a storyteller, a sandcastle builder, an artist or a gardener, the possibilities are actually endless and you can involve yourself in your own areas of interest or expertise. Children appreciate 1:1 attention and will flourish with any extra time you can spend with them in their school environment.

Pre-planned and organised volunteering is also very useful. You may find you can volunteer short periods of time on a regular basis to read stories, or listen to a child read, to help with letter formation or counting, or to help a child engage in their discovery learning tasks. If you are able to volunteer regularly, please chat with the teacher to ensure that we help match up your expertise or interest with a child's particular learning needs.

Sometimes a child simply needs someone to come in and spend time admiring the work and learning they have done and asking questions to help them consolidate their understanding of their world.

When we go on excursions and sometimes for incursions, we require additional adult supervisors. When excursion/incursion notes are sent home, please check to see if this is required and let us know if you would like to be a part of the experience.

Please note that regular volunteers who work with children do require a Working With Children Check. Please see the registrar for further information.



## 6.2 Volunteering – out of class

Not all aspects of volunteering require you to be available during class time, or even require you to spend time in a classroom full of children. There are ways you can support your child's school experience by doing things such as covering books, looking out for bargain dress-ups at your local op-shop, going onto the washing roster for art shirts and towels, or collecting junk items to add to the 'spare parts play collection' or the 'box construction store' (see items below for what to collect). The more interest you show in your child's school experience the more engaged they will be in it.

## 6.3 Collecting – for Loose Parts Play

Here are some ideas of things to look out for that will help the children in their Spare Parts Play.

- Ice cream containers
- Electric cabling reels (without the cable)
- Pieces of wood – natural shapes such as small tree stumps, or pre-cut blocks such as offcuts from a construction site
- Nuts, bolts, screws etc
- Rope, tent poles, tent pegs
- Small buckets
- Tyres
- Tools
- PVC pipe

Beyond these ideas, please use your imagination. If you think of it, we will think of a use for it, but please talk to us to see if we currently have need of the items before bringing them in as we have limited storage.

## 6.4 Collecting – for Box Construction and Craft

Here are some ideas of things to look out for that will help the children in their box construction and craft. Some are 'junk' items that we will reuse and recycle, other items listed are small items that you might be happy to tuck into your shopping trolley from time to time.

- Any cardboard boxes (from match box size to cereal box size)
- Cardboard cylinders
- Cotton reels
- Old magazines
- Shells
- Wool and string
- Buttons and beads
- Wrapping paper
- Small offcuts of wood or dowel
- A4 photocopy paper boxes and lids
- Paper plates
- Cotton wool balls
- Plain butchers paper or newsprint
- Balloons

We would ask that you do not send in any boxes from products listing peanuts as an ingredient.

## 6.5 Canteen

At the beginning of the year the canteen may advertise for helpers. If you see a request for helpers and are able to contribute, please contact our canteen manager using the details provided with the announcement.

## 6.6 Volunteer Help Levy (10 Hours)

A credit for 10 hours (or part thereof) will be applied to your fees on submission of a completed volunteer help timesheet during 2023.

# BELONGING, BEING & BECOMING

The Early Years Learning  
Framework for Australia

Information for families



## EARLY YEARS LEARNING FRAMEWORK

A new, national early learning framework for children from birth to five years



“I want my child  
to have lots of  
opportunities  
for creative play”



### WHAT IS THIS NEW LEARNING FRAMEWORK ABOUT?

We have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of *belonging*, *being* and *becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

### PLAY IS LEARNING

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework.

By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

### RELATIONSHIPS ARE KEY

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn.

In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.



“The learning outcomes are positive and help me to think about how my child is progressing”



## HOW WILL IT WORK?

Educators will use this new Framework in a range of early childhood settings, including long day care, preschools and family day care to ensure that your child receives a high quality experience. It has been created and trialled by experienced early childhood educators, academics, parents and carers.

The Framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress.

Through the Framework's five learning goals educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning; and
- effective communication skills.

“The Framework helps me to understand how skilled the staff at my centre are and what a great support they are to me and my family”

## WATCHING YOUR CHILD'S PROGRESS

Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child.

They will keep in touch with you regularly to discuss your child's progress. They may use photos or keep a folder of your child's work to show what your child is learning, how they are developing and what particular learning interests them.

Before your child starts school educators will prepare information about your child's learning and development to share with their new teacher. This will help ensure that your child's new school is well prepared to continue your child's learning.

## WORKING TOGETHER

By working together parents and educators can enhance a child's learning and wellbeing.

As the most important person in your child's life you can make a difference by talking regularly with your child's early childhood educator and asking about their learning.

Information you provide allows educators to link your child's experiences at home with the time they spend together in the early childhood setting.

## FIND OUT MORE

This booklet is an introduction to the Early Years Learning Framework.

To find out more or to access translations visit

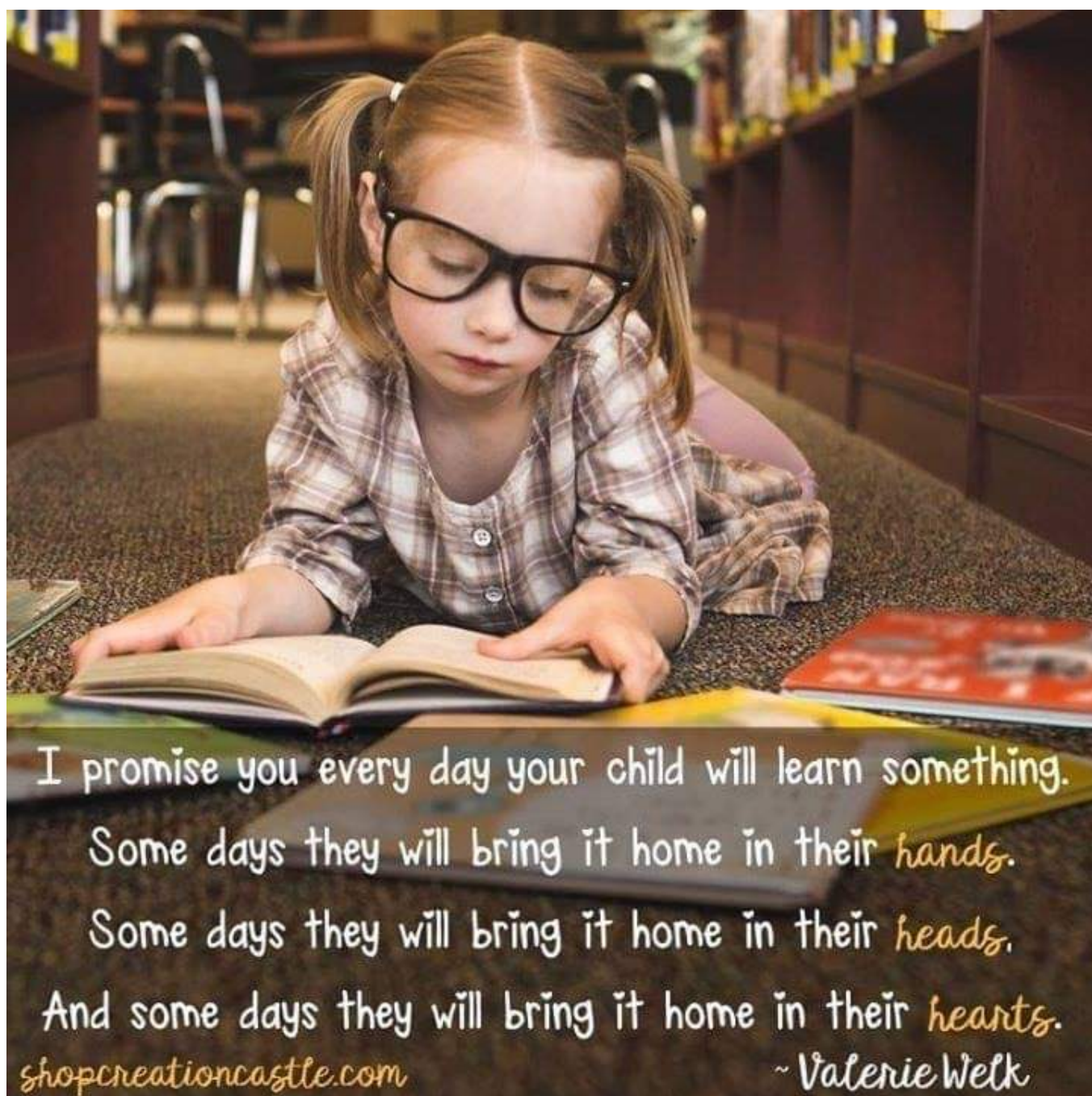
[www.deewr.gov.au/earlychildhood](http://www.deewr.gov.au/earlychildhood) or ask your child's early childhood educator.

Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

## **There's Nothing in My Bag Today**

Today I did my math and science:  
I toasted bread,  
I halved and quartered.  
I counted, measured,  
Used my eyes and ears and head.  
I added and subtracted on the way,  
I used a magnet, blocks and memory tray.  
I learned about a rainbow and how to weigh.  
So please don't say, "Is anything in your bag today?"  
You see, I'm sharing as I play.  
I learned to listen,  
And speak clearly when I talk,  
To wait my turn, and when inside to walk,  
To put my thoughts into a phrase,  
To guide a crayon through a maze,  
To find my name and right it down,  
To work with a smile and not a frown,  
To put my pasting brush away,  
So please don't say, "Is anything in your bag today?"  
I've learned about a snail and a worm,  
Remembering how to take my turn,  
Helped a friend learn when he was stuck,  
Learned that water runs off a duck.  
I looked at words from left to right,  
Agreed to differ, not to fight.  
So please don't say, "Did you only play today?"





I promise you every day your child will learn something.

Some days they will bring it home in their *hands*.

Some days they will bring it home in their *heads*.

And some days they will bring it home in their *hearts*.

[shopcreationcastle.com](http://shopcreationcastle.com)

~ Valerie Welk